



**THE USE OF THIEVES STRATEGY
IN TEACHING READING COMPREHENSION
TO THE EIGHTH GRADE STUDENTS OF SMP N 02
NALUMSARI JEPARA IN 2015/ 2016 ACADEMIC YEAR**

**By:
NURUL FITROH NAYYIROTUL KHUSNA
NIM 2011-32-170**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2016**



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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing
the Sarjana Program in English Education**

**By:
Nurul Fitroh Nayyirotul Khusna
NIM 2011-32-170**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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2016**

MOTTO AND DEDICATION

Motto:

- The future belongs to those who believe in the beauty of their dreams.
(Eleanor Roosevelt)
- Be the best by doing the best whenever and wherever you are.
- God's plan is always more beautiful than our desire.
- Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning. (Albert Einstein)
- Sometimes life is like riding a bike. You just gotta keep moving to keep yourself from falling down. (Anonymous)

Dedication:

This skripsi is dedicated to:

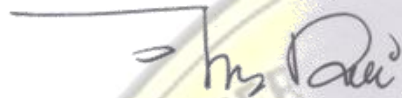
- ❖ My beloved Parents (Mr. Ahmad Susanto and Mrs. Zuniatun) who give me so much love, pray and all of everything to me.
- ❖ My beloved sister (Yulia Wahyuningsih) and brother (Ahmad Effendi) who always give me love, support and care.
- ❖ The special one (Arif Wijayanto) who gives me love, and support.
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- ❖ My friends Caya, Citra, Firoh, Lusi, Anika, Anita, Efi, Lia, Isti, Lala, Umi, Nila, Nurul, Yuli who give me help and motivation.
- ❖ All of my friends and lecturers in Teacher Training and Education Faculty UMK.

ADVISORS' APPROVAL

This is to certify that the *skripsi* of Nurul Fitroh Nayyrotul Khusna (NIM 201132170) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

Kudus, December 2015

Advisor I



Drs. Suprihadi, M.Pd
NIP.19570616-198403-1-015

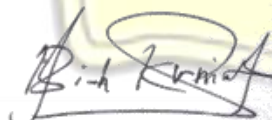
Advisor II



Agung Dwi Nurcahyo, SS, M.Pd
NIS. 0610701000001187

Acknowledged by

English Education Department
Head of Department,



Diah Kurniati, S.Pd, M.Pd
NIS. 0610701000001190

EXAMINER'S APPROVAL

This is to certify that the Skripsi proposal of NURUL FITROH NAYYIROTUL KHUSNA (2011-32-170) has been approved by the Examining Committee as a requirement for the Sarjana Degree of English Education.


Kudus, January 2016

Thesis Examining Committee:


Drs. Suprihadi, M.Pd.


Chairperson

NIP.19570616-198403-1-015


Agung Dwi Nurcahyo, SS, M.Pd.

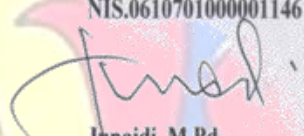
Member

NIS. 0610701000001187


Rismivanto, SS, M.Pd.

Member

NIS.0610701000001146


Junaidi, M.Pd.

Member

NIS.0610701000001225

Acknowledgment by

The Faculty of Teacher Training and Education

Dean,




Dr. Drs. Slamet Utomo M.Pd

NIP. 196212191987031015

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There are many people who gave endless help during her struggle to complete this research; the writer would also like to convey her special gratitude to them. They are:

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12. All people involved during the writing of this research skripsi.

Finally, thanks are also due to those whose names could not be mentioned here, their contributions have enabled her completing this final project. The writer admits that this research proposal is still imperfect yet. Therefore, some constructive critics and suggest from reader will be appreciated. The writer has a great expectation that her study will be beneficial and useful for everybody who interest in reading this research.

Kudus, December 2015

The writer,

Nurul Ftroh Nayyirotul Khusna

201132170

ABSTRACT

Khusna, Nurul Fitroh Nayyrotul. 2015. *The Use of THIEVES Strategy in Teaching Reading Comprehension to the Eighth Grade Students of SMP N 2 Nalumsari Jepara in 2015/2016 Academic Year*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Drs. Suprihadi, M.Pd, (ii) Agung Dwi Nurcahyo, SS, M.Pd

Key word: Teaching Reading Comprehension, The Eighth Grade Students, THIEVES Strategy, Descriptive Text

Reading comprehension is one of essential materials of teaching English that is given for students. In reading comprehension, the students do not read the text only, but they want to know about the content of the text. However, the fact shows students have difficulties to comprehend the content of the texts. THIEVES Strategy is a strategy that helps students go through all the necessary pre-reading steps before diving into a textbook chapter. Students learn how to “steal” information from the title, headings, introduction, every first sentence, visual/vocabulary, endings and summary.

The objective of the research is to find out whether or not there is a significant difference between the reading comprehension of the eighth grade students of SMP N 2 Nalumsari Jepara in 2015/2016 academic year before and after being taught by using THIEVES Strategy.

The research design used in this research is quasi experimental research. The subjects of the research were the eighth grade students of SMP N 2 Nalumsari Jepara in 2015/2016 with the number of students 34 from the population students 270. In choosing the sample of the research, the writer used cluster random sampling. This research uses set of a test of multiple choices as the instrument of the research.

The result of this research shows that the mean of post-test is higher than pre-test ($86.97 > 64.61$). In the level significance 0.05 or 5% and degree of freedom (df) 33, the t observation (t_0) is 12.35 and the critical (t_1) is 2.042. It means that t observation is higher than t table. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is confirmed. It is conclude that there is any significant different between the reading comprehension of the eighth grade students of SMP N 2 Nalumsari Jepara in 2015/2016 academic year before and after being taught by using THIEVES Strategy.

Considering the process and the results of this research, I suggests that the English teacher can apply THIEVES strategy in teaching reading into heterogeneous class with different ability so that they have same enhance to be success, the teacher should have a good understanding the skills that students need in reading, the teacher should be more attention in managing the class because the class will be crowded when the teacher could not manage the class, the students must be more active in the class, more motivate in English teaching process, and the students must believe that they have potential to be better.

ABSTRAK

Khusna, Nurul Fitroh Nayyirotul. 2015. *Penggunaan THIEVES strategi di dalam Pengajaran Pemahaman Membaca untuk Siswa Kelas Delapan SMP N 2 Nalumsari Jepara pada Tahun Pelajaran 2015/2016*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing : (i) Drs. Suprihadi, M.Pd, (ii) Agung Dwi Nurcahyo, SS, M.Pd

Kata Kunci: Pengajaran Pemahaman Membaca, Siswa Kelas Delapan, THIEVES Strategi, Text Descriptive

Pemahaman Membaca adalah salah satu materi yang penting untuk mengajar bahasa Inggris yang diberikan bagi siswa. Dalam memahami bacaan siswa tidak hanya membaca teks saja, tetapi mereka juga ingin tahu isi yang ada dalam bacaan tersebut. Namun, kenyataannya siswa masih kesulitan memahami isi teks. THIEVES strategi adalah strategi yang membantu siswa melalui langkah-langkah yang diperlukan untuk membaca pra sebelum masuk ke bab-bab bacaan. Siswa belajar bagaimana untuk “mencuri” informasi dari judul, bagian atas, pengantar, setiap kalimat pertama, gambar/ kosa kata yang sulit, bagian akhir teks dan ringkasan/kesimpulan.

Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat perbedaan yang signifikan dari pemahaman membaca bagi siswa kelas VIII SMP N 2 Nalumsari Jepara pada tahun akademik 2015/2016 sebelum dan sesudah diajarkan melalui THIEVES Strategy.

Desain penelitian yang digunakan dipenelitian ini adalah quasi experimental research. Subjek dipenelitian ini adalah siswa kelas VIII-E SMP N 2 Nalumsari Jepara pada tahun 2015/2016 dengan jumlah 34 siswa dari 270 siswa. Dalam memilih sample dipenelitian ini, penulis menggunakan cluster random sampling. Penelitian ini menggunakan tes pilihan ganda sebagai instrument penelitian.

Hasil dari penelitian ini menunjukkan bahwa rata-rata dari post-test lebih tinggi dari pre-test ($86.97 > 64.61$). Pada level signifikan 0.05 atau 5% and df 33. t observation (t_0) adalah 12.35 dan the t-table adalah 2.042. Ini menunjukkan bahwa t observation itu lebih tinggi dari t table. Jadi, dapat dikatakan bahwa null hipotesis ditolak, sementara alternatif hipotesis diterima. Ini menunjukkan bahwa ada perbedaan yang signifikan antara pemahaman membaca untuk siswa kelas VIII di SMP N 2 Nalumsari Jepara pada tahun akademik 2015/2016 sebelum dan sesudah menggunakan strategi THIEVES.

Mengingat pada proses dan hasil dari penelitian ini, peneliti menyarankan bahwa guru dapat menerapkan strategi THIEVES dalam mengajar membaca didalam kelas yang beraneka-ragam dengan kemampuan yang berbeda-beda, sehingga mereka bisa mendapatkan peningkatan yang sama, guru harus memiliki pemahaman keterampilan yang baik yang siswa butuhkan dalam membaca, guru harus lebih perhatian dalam mengatur kelasnya karena kelas akan menjadi gaduh ketika guru tidak bias mengatur kelas. siswa harus lebih aktif dikelas, lebih

memotivasi dalam proses pengajaran bahasa inggris, dan siswa harus percaya bahwa mereka memiliki potensi yang lebih baik



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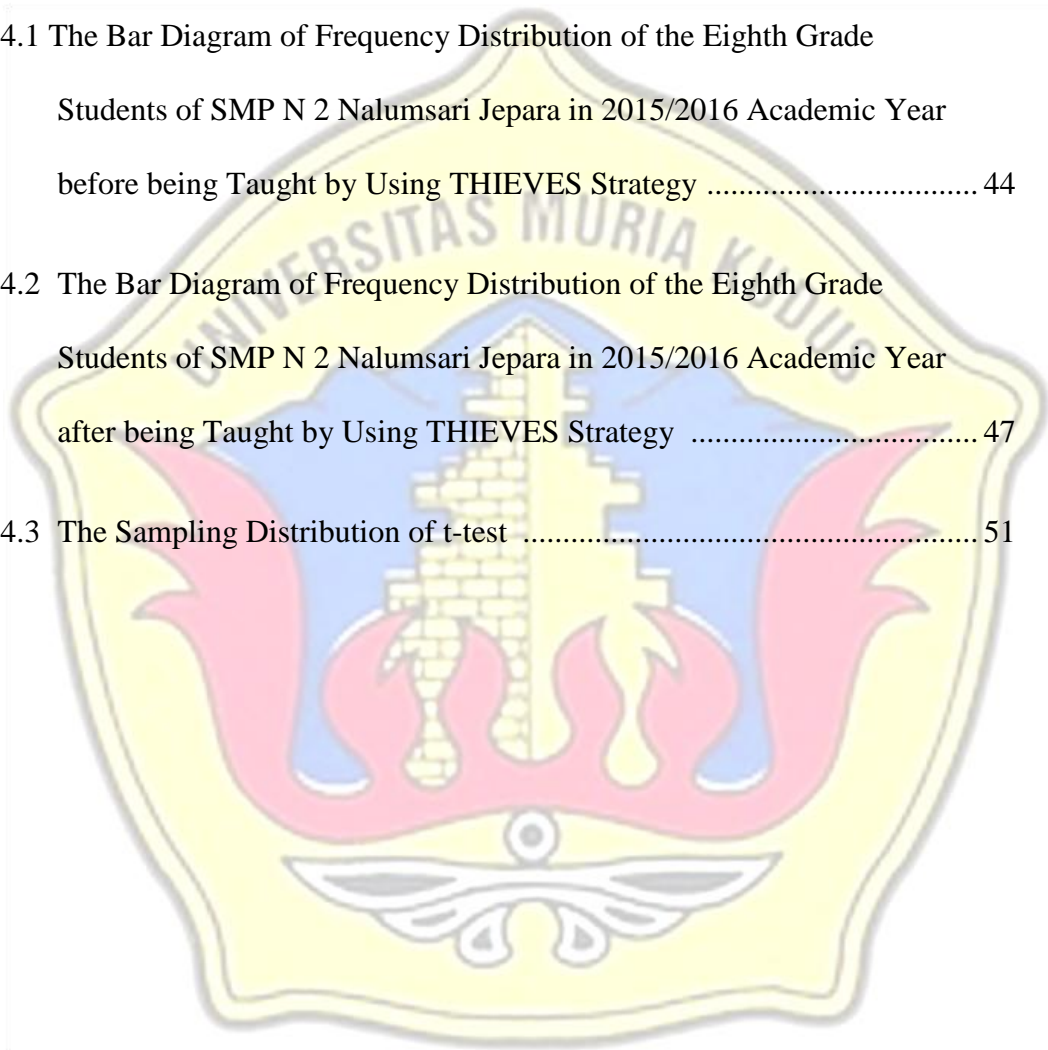
STATEMENT

CURRICULUM VITAE



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